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USING TEACHING PROFICIENCY THROUGH READING AND STORYTELLING
(TPRS) TO DEVELOP SPEAKING SKILLS AND FLUENCY IN ESL STUDENTS IN
EARLY LANGUAGE PRODUCTION

Presented to
Graduate Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By
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Abstract

Speaking and fluency are the main language difficulties English Language Learners confront, when they become part of the English mainstream classrooms. Therefore, it is essential that these skills be developed by facilitating students appropriate methodologies to build vocabulary, fluency and oral proficiency. Based on Krashen's Comprehensible Input Theory, this paper reviews the challenges that English language learners face when they are beginning to learn a new language and how to provide suitable oral strategies and contextualized input when they are still in the silent period. For this purpose, Blaine Ray, a High School Spanish teacher, created a method for achieving fluency and language acquisition named Teaching Proficiency through Reading and Storytelling (TPRS) in order to help students, become proficient in vocabulary and speaking skills through contextualized situations that incorporated also TPR (Total Physical Response). The combination of both methods has as a main goal to make content understandable and interesting for students while they acquire language in a natural way. This project proposes three workshops from where teachers can learn and adapt the strategies that TPRS offers to the needs of their classrooms.

Dedication

I would like to thank God, my dear mother and daughter for their motivation and support since I started writing this thesis. With love, they encouraged me to continue pursuing my dreams.

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Chapter 1: Introduction

The experiences I gained teaching English in bilingual elementary schools in Colombia have given me insights to the challenges English language learners confront to learn a second language. Initially, English language learners come to classrooms with natural language they have learned from previous partners and teachers. Therefore, their language is not completely structured, and they make grammar errors. On some occasions, they see themselves immersed in a silent period because their speaking skills put them in disadvantage with linguistically more advanced students. Likewise, working in the elementary school as a Spanish teacher, and observing ESL classes as an assignment for the subject “Practicum in the Pedagogy of TESOL” proved that this situation was no different. English language learners attending mainstream classes where instruction is predominantly in English also faced the constraints of learning a second language while adjusting to a new community. They also seemed to be going through a silent period that slowed language acquisition and oral participation. As a consequence, the opportunities for developing their speaking skills were limited. Besides the constraints mentioned above.

I also discovered that one of the main difficulties for both Colombian bilingual students and ESL students in the United States was how to start developing vocabulary and speaking or oral language skills when students were still in their silent period. Limited basic language vocabulary and narrow opportunities for practicing oral skills restricted their class participation as well as their interaction with native peers and

teachers. Looking at how ESL students could be motivated to dare to speak and communicate what they know lies at the heart of my project.

As a means of meaning negotiation and social interaction, “some researchers have looked more closely at the speech produced by English language learners (i.e., output) as an important variable in the overall language acquisition process” (Peregoy & Boyle, 2017, p. 68). Consequently, there is a need to provide English learners the support to begin building language vocabulary that allows them to use their speaking skills to break the ice, come out of the silent period, and begin producing oral language.

Based on the findings mentioned above, the purpose of this project is to design a workshop that guides ESL teachers and English teachers also through scaffolding strategies by using the skills proposed in Teaching Proficiency through Reading and Storytelling; a method founded by Blaine Ray (1980) as a means to teach abstract vocabulary guided by the elements of the natural approach. The main goals in the implementation of this approach is for teachers to raise the affective filter and provide comprehensible input in order to allow students in the early language stage to develop vocabulary and oral skills that enable them to start speaking without being afraid of making mistakes. The workshop will incorporate stories. From there, teachers can work on story details and vocabulary comprehension by using TPRS skills such as: circling, reflection, and comprehension checks. The instruction through TPRS frames just comprehensible input and makes sure students produce comprehensible output naturally.

Second language acquisition theory establishes the constructs under which the project will be carried out. Fostering natural communication between learners and other peers is pivotal in producing oral language as meaning is negotiated. Similarly, “Learner output plays an important role in second language acquisition alongside with comprehensible input” (Peregoy & Boyle, 2017, p. 69). Also, Krashen’s (1982) Natural Order Hypothesis is the core of this project, as he states that language learners natural order of language acquisition develops from listening to speaking, and then reading and writing. Consequently, it is essential to target speaking skills initially so students attempt production in the second language. Peregoy and Boyle (2017) also argued that “For young English learners with little literacy in the home language, basic oral English competence is likely to emerge earlier than competence in reading and writing” (p.164). For this reason, it is important to plan enough exposure to oral activities to develop fluency and vocabulary along with scaffolding. One of the teachers’ major concerns when new students come to grade-level classrooms is how to provide authentic exposure to a second language, and what strategies should be used to take early production language students to oral proficiency.

According to Peregoy and Boyle, (2017), beginner students will start developing target language after exposure to second language. Consequently, I believe that the approach Teaching Proficiency through Reading and Storytelling (Ray, 1982) gives teachers and students the tools to take that important first step towards oral language communication, provides comprehensible input, and supports students in developing oral language through the skills proposed by this method. Teaching proficiency through

reading and storytelling is an input-based approach where communication is the basis of language teaching. Because comprehensible input is pivotal for instruction, the strategies that TPRS proposes focus on making language output comprehensible as well. The grammatical structures and vocabulary used in the classroom include natural language acquisition enabling teachers and students to work on material already taught. Working on making meaning is equally important for students to make connections with prior knowledge and foster the possibilities to deliver oral language.

According to Lichtman, (2018), current research on TPRS has supported arguments that this approach is more effective than traditional teaching methods because by using TPRS, students get more language exposure and show significant language performance.

Chapter 2: Literature Review

In this chapter, I review literature associated to the use of teaching proficiency through Reading and Storytelling (TPRS) to help English learners start developing vocabulary and oral skills during the early production of language. I introduce the topic discussing scholarship about challenges that affect language use in the classroom, as well as the linguistic process of second language acquisition. I then provide an outline of oral English and vocabulary development in regard to second language acquisition. Next, I review scaffolding to support English learners and the strategies proposed by the TPRS approach in connection with Total Physical Response (TPR) in order to facilitate teachers' student-centered strategies that support students in building vocabulary and speaking skills when they are still in their silent period. I conclude with the benefits TPRS approach has had for English language learners.

Language challenges of English learners

The number of English language learners in public schools in the United States has increased in the past 15 years due to migration patterns and the need for better educational opportunities (Herrera & Murry, 2011). According to Goldenberg (2008), the range of students who speak English with enough limitations has grown from 2 million to 5 million since 1990, and it will constitute 40 percent of the school-age children in U.S schools by 2030. The majority of the Limited English Proficient population come from Hispanic countries, followed by Asia and Europe who confront sociocultural, cognitive

and academic challenges. Herrera and Murry (2011) stated that these factors play a significant role in the academic success of students and “many of them are anxiety-provoking and some of which may promote culture shock” (p. 12). Also, the most common challenge confronted by English language learners is related to language.

On one hand, students need to learn language skills and structures. And on the other hand, they face the difficulties of learning subject-area domains (Herrera & Murry, 2011). At this point, it is essential to mention that one of the challenges experienced by children from other cultures is the silent stage. Igoa (1995) explained that this is a period of adjustment for children characterized by the inability to communicate in the target language, especially verbally. However, she says “they become insightful observers of their human condition, and they develop strong listening skills” (p. 38). Consequently, students must be provided support in order to break the ice and feel they belong to the school community.

In 2000, Hakuta, Butler and Witt developed research on academic English proficiency and concluded that one of the additional challenges is time because students will take between four to seven years to develop English proficiency. According to these authors, “the daunting task facing these students is to keep pace with native English speakers within the constraints of the time available in regular formal school” (p. 2). Time is a disadvantage for English language learners because they must learn basic and academic language skills in the same amount of time native speakers need to develop others.

As large numbers of English language learners constitute mainstream classes in schools, these institutions demand teacher preparation about how to meet students' needs and provide effective instruction. Herrera and Murry (2011) argued that "some states have no experience with Culturally Diverse Student populations, and therefore face a great shortage of certified bilingual and ESL teachers" (p. 5). From here, it is essential to design instruction to help students foster the acquisition of the second language in all dimensions: linguistic, affective, and academic. Kumaravadivelu (2012) stated "the challenges facing teacher educators are many, and are becoming increasingly complicated because of the demands of a global society with its linguistic and cultural pulls and pressures" (p.72). In other words, teachers have to work on human, social and pedagogical aspects to comply the needs of students.

The Process of Second Language Acquisition

An extensive body of research has provided a theoretical base to answer questions and explain insights into the language acquisition process (Lightbown & Spada, 2002). How do children learn to speak their first and a second languages? How long does it take children to learn a second language? What are the best instructional approaches for teaching a second language? And how do the environment and social factors shape the way a second language is learned? Perego and Boyle (2017) stated "the use of second language acquisition has emerged as an interdisciplinary field involving anthropology, sociology, psychology, education, and linguistics" (p.65). Besides proposing different

views on the learning mechanics to acquire a second language, these authors also stressed the connection between language and culture.

The behaviorist perspective explains language acquisition as a process of modeling and repetition (Peregoy & Boyle, 2017). Lightbown and Spada (2012) described the role of the learners as a recipient of language input from speakers. Language development takes place through the habits of formation, and strong associations between stimulus and response reinforced by patterns of repetition. B.F. Skinner (1957, as cited in Omaggio, 2001) stated “only those patterns reinforced by the community of language users will persist” (p. 56). According to scholars like McLaughlin and Chomsky (1978, as cited in Omaggio, 2001) the behaviorist perspective does not provide substantial accountability for second language learning due to the fact that children also might produce different language structures beyond imitation and patterns of repetition.

In contrast to Behaviorism, the Innatist perspective of language learning emerged from the hypothesis that children are born with the intrinsic ability to process language. Chomsky (1959, as cited in Lightbown & Spada, 1999) “posits the existence of a set of basic grammatical elements that are common to all-natural human language and predispose children to organize the input in certain ways” (p.58). This theory views the students as creative participants in the construction of language structures through a Language Acquisition Device (LAD). Although some researchers have applied some principles of the Universal Grammar to their domains of study, there is still disagreement on the role it plays for second language acquisition (Omaggio, 2001).

Within the innatist perspective, Krashen's (1982) five hypotheses have a notable influence on second language teaching practices. He pointed out that acquiring and learning a language are different processes. Krashen (1982) stated that "Language acquisition is a subconscious process to use language for communication, while language learning has to do with knowing the rules and being aware of them" (p.14). Krashen (1982) also expressed that specific grammatical features of the language are acquired in predictable sequences. For him, when the acquisition is natural and not through formal learning, grammatical structures do not follow a certain order. In the same way, Krashen's Input hypothesis proposed that students only can acquire language by exposure to comprehensible input. According to Ovando, Collier and Combs (2003), "the key to second language (L2) acquisition is a source of L2 input that is understood, natural, interesting, useful for meaningful communication, and approximately one step beyond the learner's present level of competence in L2" (p. 132). Comprehensible input is also conducive to self-confidence, and a low affective filter. Therefore, learners should be motivated to gain self-confidence. Carrio-Pastor and Mestre Mestre (2013) examined the correlation between successful second language acquisition and motivation demonstrating that positive attitude of learners toward the group and the environment are crucial for language learning.

Equally important, the interactionist perspective discusses the vital role of conversation between learners and native speakers for language comprehension. Ovando et al. (2003) agreed on "the negotiation of meaning through oral language between second language learners and native speakers is considered central to the acquisition

process.” (p. 133). Consequently, linguists today highlight that language acquisition takes place, not only through a source of input, but also by means of interacting with that source. One of the most important researchers on interaction on second language acquisition is Lev Vygotsky (1978). Lightbown and Spada (2002) indicated that Vygotsky’s view stresses social interaction that benefit language development.

Regarding social interaction, Vygotsky (1978, as cited in Omaggio, 2001) presented the child’s zone of proximal development that defines the distance between the actual level of knowledge a child possesses, and what that child can do with support. In order to solve problems, students are provided with assistance or support that helps them to accomplish tasks independently. Additionally, Kozulin, Gindis, Ageyev and Miller (2003) emphasized “mediating” as an essential agent in children interaction with the setting. One of the mediation tools researched by Vygotsky (1978, as cited in Kozulin, Gindis, Ageyev, & Miller, 2003) was scaffolding. For Maybin, Mercer and Stierer (1992), “Scaffolding describes kinds of support which learner receive in their interaction with parents, teachers and mentors as they move towards new skills, concepts, or levels of understanding.” (p.1) Scaffolding includes modifications in instructions for instance: gestures, repetitions, nonverbal cues and simplification of language structures that takes students beyond the children’s current proficiency.

Speaking Skills in ESL Students and Communicative Language Approach

Speaking is a language ability that allows people to use a language to communicate their ideas, thoughts and feelings. Pattiung, Tolla, Anshari and Dolla (2015) explained that “the main goal of speaking is to convey ideas and expectations effectively where listeners and speakers are integrated with reciprocal activity” (p. 2). The researchers also described different types of speaking according to the specific actions the speaker wants to get from the listener. For instance, persuasive speaking that aims to convince someone to do something, or the instructive speaking that emphasizes on telling something. Saddhono and Slamet (2012, as cited in Patiung, 2012) established the relationship between speaking and other language skills mentioning that speaking is related to listening. Speaking is a skill that “is learned through listening comprehension, and it is acquired before reading skills” (p. 2). Consequently, speaking and listening are a complement in the process of communication, and opportunities for practicing should be provided to benefit students in the ability to use the language.

In order to facilitate oral language production, Toro, Minuche, Tapia and Paredes (2018) described the Communicative Language Teaching Approach as ways to improve oral skills in order to use the language in different situations according to participants and settings, differentiate between formal and informal speech, and understand academic content. Likewise, The International Literacy Association (2017) said “understanding what it is being said (input), and formulate appropriate utterances (output) with vocabulary are required for communicative competence” (p. 5). In the past, the Natural

Way method of the communicative approach was “based on comprehension before production, language production through interactive activities, and communicative goals guiding instruction.” (Herrera & Murry, 2011, p.205). This approach promoted comprehensible language instruction in order to prepare students to produce oral language that allows learners to build skills while in their silent period. As the communicative approach evolved, it incorporated academic or content-based language, as well as sheltered instruction by providing students with scaffolding in every one of the learning strategies. Equally important is also the encouragement of social interaction to provide opportunities for collaborative work, cooperative learning, and negotiation of meaning to facilitate learners the tools for language communication.

As the foundation of this project is to develop speaking skills in second language learners while they are still in their silent period, it is essential to mention the work presented by Delaney (2012), who established the correlation between learners’ oral participation and the acquisition of speaking skills. He examined the importance of “considering quality of participation as well as quantity” (p. 1) as variables to indicate how learner’s involvement in oral activities would benefit them in gaining oral language proficiency. According to Delaney (2012), oral participation is not the only way students acquire language but also that speaking plays a significant role in second language acquisition. Speaking in classroom helps learners by “generating better input, achieving levels of natural speed and rhythm, developing discourse skills and personal voice” (p. 2).

In like manner, Bernales (2016) introduced the connection between classroom oral L2 participation and willingness and motivation to learn a second language. Research by Papi and Abdollahzadeh (2012, as cited in Bernales, 2016) “has documented learners’ engagement in classroom activities in terms of participation and volunteering during class activities” (p. 3). However, Bernales (2016) stated that “research has not explored participation in learners’ minds when they decide to speak up or remain silent in class” (p. 3). As Bernales and Delaney (2012) also discovered mixed results between participation of students and oral language skills, and agreed on the notion that the more students speak, the more oral proficiency they will acquire.

Scaffolding for Supporting English Language Learners

The growth of English language learners, especially at the early stages of language development in mainstream classrooms, demands that classroom teachers receive instructional support to address English learners’ language needs (Herrera & Murry, 2011). Due to the fact that newcomers require enough support to accomplish language and academic tasks, Gibbons (2015) discussed “the many ways in which teachers can provide support for EL learners through the learning contexts, where students are engaged in challenging tasks and have multiple opportunities for developing English learning across the curriculum” (p. 1). Learning a language takes place in different contexts and for different purposes. Therefore, it is a social process where the relationship between teachers and students is crucial for support to occur. According to

Gibbons (2015), English learners communicate confidently in informal contexts and speak to people they know well, but when it comes to using specific language academic skills, it is essential to assist learners in this process. From here, research delved into the nature of the term *scaffolding*, and Hammond (2001) conceptualized it “as to teacher assistance and support that is designed to help learners move towards new skills, concepts or understandings” (p. 5).

Scaffolding is, not only helping students to complete tasks, but mostly taking students to a certain level of independence in a manner that they are able to accomplish tasks on their own. Bruner (1978, as cited by Gibbons, 2015) described scaffolding as “the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skills she is in the process of acquiring” (p. 16). Thereupon, teachers are to provide learners temporary scaffolding, but making sure they are working on specific skills or concepts until mastered independently.

An important key related to scaffolding was stated by Kim (2010) who explained that the term “gradual release of responsibility” (p. 110) means that as English learners build up new language structures and content, they “will gain ownership of their language through instructional goals and activities” (p. 110). In like manner, instructional scaffolding is equally important because it establishes the teacher’s discourse as pivotal for making language comprehensible, setting a collaborative classroom and promoting students’ language skills. Referring to this last aspect, Michel and Sharpe (2005) stated that “teacher-student dialogue is the most important mediating tool used to guide individual and collective understanding related to curricula goals and teacher intentions”

(p. 34). Effective student-teacher interaction helps to gain comprehensible input and lowers the affective filter in students for a better classroom performance.

Historical Review of TPRS Method

In order to understand the foundations of TPRS (Teaching Proficiency Through Reading and Storytelling), its historical context must be reviewed, from the oldest methods of language acquisition until the most recent. Alley and Overfield (2008) reported that the Grammar Translation method used in the first half of the 20th century concentrated on teaching literature while learning the target language. The Grammar Translation method is an ancient method, and according to Larsen and Freeman (2000), one of the main purposes was “to develop reading and writing and translate languages” (p. 15). This method emphasizes the teacher as a facilitator of input and memorization as a strategy to learn grammatical rules. Richards and Rogers (1986, as cited in Alley & Overfield, 2008) established that this approach turned out to be inadequate, however, because students needed to learn oral and written skills as well.

The end of the nineteenth century brought the Direct Method where instruction was given in the target language, and oral and speaking skills were the core of this approach. Mart (2013) stated “the direct method through focusing on everyday language, and using questions and answers lays an emphasis on teaching oral language” (p. 1). Right after the end of World War II, and in an effort to continue exploring best methods for teaching language, the Audio-Lingual method emerged according to Mart (2013), “as

a method to develop communicative competence of students through dialogues” (p. 1). Prioritizing speech is the main goal within this approach, and it is carried out through pattern repetition drills to create habits formation. Due to the monotonous ways of teaching language, though, the Audio-Lingual method did not prove to be effective in developing second language acquisition in learners. (Brune, 2004). Research into more natural ways of learning a second language, and the inquiry into the actual strategies through which children learn their first language, gradually yielded the TPR and TPRS approaches for fluency.

What is Teaching Proficiency Through Reading and Storytelling (TPRS)?

Teaching Proficiency through Reading and Storytelling developed from the Total Physical Response Method (TPR) (Litchman, 2018). Therefore, it is essential to consider an overview the foundations of TPR. In response to the general discontent with the outcomes of grammar approaches, and with theories of language-learning that did not develop students’ fluency, the TPR method was created by psychologist James Asher (1968), who sought “to achieve the listening fluency through the use of commands in a foreign language, to which students obey before learning to speak” (p. 7). According to Asher (2003), learning a second language is compared to how babies acquire their first language. Children go through a silent period where they internalize spoken language, and then they respond with a physical action. This reaction demonstrates language understanding. Performance of actions is the main component of TPR, and it benefits

language acquisition because “it has been established that role-play can reduce student anxiety, and increased level of student participation, an important component of Krashen’s theory” (Miller, 2008, p.13). Although, TPR gained widespread popularity during 1970 as a teaching device to acquire language implicitly, Cantoni (1999) stated that TPR focuses on commands more than on other language uses such as conversations. Additionally, it promotes only language reception, disregarding the essential components to language communication which is speaking.

For the purpose of offering the best strategies for learners to achieve fluency and proficiency in a foreign language, Ray (1997), a high school Spanish teacher in California, developed Teaching Proficiency through Reading and Storytelling (TPRS) looking for a comprehensible method of teaching language that fostered effective oral skills acquisition through comprehensible input. Lichtman (2018) assured that “although teachers speak in the target language, teachers try to ensure students can understand everything through visuals, gestures and sheltered vocabulary” (p. 9). TPRS is based on the guidelines of Krashen’s (1997) hypotheses, the Natural Approach and TPR. Based on Krashen and Terrell’s theories (1983, as cited in Blayne, 1997) TPRS approach promotes that learners acquire language when they “receive aural comprehensible input of basic structures and vocabulary to be able to acquire them. This enables students to use them orally to say what they want to say in the new language” (p. 8). According to Ray and Seely (1997), this is the most important key for fluency because learners are unconsciously “acquiring” language and not “learning” it.

What Are the Key Features of TPRS?

The most essential characteristic of TPRS is the promotion of fully comprehensible input through the use of stories. Morgan and Rinvold (1983), stated their view that classrooms should include material such as stories along with easily-taught words to facilitate language acquisition. As opposed to traditional language-teaching, storytelling offers spaces for engaging communicative activities. Wajnryb (2003) in the introduction of her book agreed that stories, which are defined as “narrative activities for the language classroom,” offered the teacher a “highly naturalistic means of teaching language” (p. 3). Stories provide exposure to comprehensible input, connect the learner’s experiences to what is being narrated, and motivate students to speak about their lives, which involves integrating something they already know.

Frequent vocabulary repetition, use of first language, and translation for clarification are among others features of TPRS. Lambert, Kormos and Minn (2016) discussed the influence of oral repetition in gaining second language fluency as they stated “aural-oral repetition help learners improve their performances by allowing them to activate, refine and optimize their linguistic resources” (p. 169). By using repetition, students hear language structures over and over again until they stop translating them. Although instruction is imparted in the target language, occasionally the use of a first language to translate is essential for clarification. Ray and Seely (2015) stated “when students are not understanding, we slow down our delivery and/or we clarify by translating quickly, then we move on” (p. 10). It is important to clarify that first language

is not used to explain grammatical structures, but what they mean in context, and only when students find the unknown structure. In this way, there are no previous grammar explanations as traditional methods of teaching language tend to incorporate.

Motivation in order to keep the interest of the class is crucial for TPRS approach (Ray, 2018). One of the ways to maintain interest is by making material comprehensible, limiting the quantity of words to work on, and checking comprehension through questions as instructors are teaching stories. Willingham (2004) expressed that stories are more interesting and easier to comprehend because they present familiar situations that people might have experienced before. According to Willingham (2004) “subjects remember about 50 percent more from the stories than from expository passages, and believes that “it is the causal connection that makes stories easy to remember.” (p.7). Storytelling in class lowers the affective filter and helps students to build confidence when speaking.

TPRS Classroom Techniques in the Development of Oral Skills

Blayne and Seely (2015) created techniques for specific purposes: techniques for achieving full comprehension, for providing aural repetitions and for keeping interest high in the classroom. Scholars like Beal (2011), Brune (2004), Campbell (2016), Alley and Overfield (2018) and Arbania, Sutapa and Bunau (n.d) agreed on what the most important techniques for vocabulary comprehension and speaking skills were. One of

them is the Kinesthetic or TPR, which uses commands from the teacher to teach a specific group of words that will be used during instruction. Fahrurrozi (2017) stated “one of the assumptions of language learning is the meaning to be given to concrete objects or by giving a presented experience” (p. 120). The goal of this technique is to start establishing meaning through gestures and vocabulary students are familiar with.

In providing aural repetitions for developing speaking skills, “asking a story” and “circling” are the techniques that TPRS utilize the most (Ray, 2018). In ‘asking a story’, students create a story around three phrases or structures proposed by the teacher. Learners help to provide content as the teacher asks them questions, and the stories expand as more details are added to the story. Referring to ‘asking a story’ technique, Qin (2018) explained “by letting the students provide details, the teacher is seeking the most funny and especial elements that would keep the students focus during the process of communication with the learners” (p. 87). Although the teacher has control over the story, students are participating in the speaking activity. Stories can also be invented or adapted by changing the content to meet the objectives of the classroom.

Another main TPRS technique is “circling”. This technique uses repetitive different types of questions in order to lead students to the construction of the story. Beal (2011) explained “circling” “where the teacher progresses from yes/no questions to either/or questions to open-ended questions” (p. 13). During the introduction of the story, the teacher presents the language structures as they are used in the story. For instance, if the story is presented in third person, the teacher only uses that specific tense (Ray, 2018). Circling supposes to go back in the story in order to practice new structures over and over

again or to go forward with the intention to add more details. Ray and Seely (2017) also suggested a thread of questions as a TPRS technique whose “answers lead you to ask another question about the same topic” (p. 51).

The benefits of TPRS for English language learners

I conclude this chapter reviewing how TPRS has been beneficial for the development of English language learners’ oral skills. Ray and Seely (2017) argued that language students’ main goals are to be able to speak and understand, and TPRS has been developed to provide the “missing ingredients” that other methods have not to accomplish oral skills. According to Ray and Seely (2017), “TPR Storytelling changed the whole picture of the effect on language courses” (p. 36) because it has brought new practical skills through a comprehensive methodology. Seely and Romijin (1998, as cited in Blayne & Seely, 2017) stressed “the results of using storytelling as a major strategy along with TPR are outstanding. The results in regard to spoken language are especially noteworthy because students master the ability to speak fluently” (p. 334). TPRS also encourages learners to be creative and use their imagination and makes them accountable for their own learning. In the same manner, this approach helps students to speak confidently, and they are not afraid of making mistakes.

Research on Teaching Proficiency through Reading and Storytelling has been used by teachers in different ways as a method to provide comprehensive input while gaining language learning in a comfortable learning environment. However, as any

language method exposed in this review, it presents gaps that need to be narrowed. For instance: if teachers consider TPR Storytelling as a method that goes beyond commands. In the same regard, how TPRS is addressing knowledge through culture, when their main goal is to foster language acquisition as a skill. Day (2006, as cited in Alley and Overfield, 2008).

Chapter 3: Project Design

In this chapter, I describe the rationale behind the use of the approach TPRS (Teaching Proficiency through Reading and Storytelling) so that English language learners start to develop their speaking skills and vocabulary when they are transitioning from the silent period to an early stage language production. The benefits of TPRS method will be explained through the design of a workshop that will provide the teachers of English language learners the tools to help them to enhance their speaking abilities and gain confidence in the classroom.

The number of students acquiring English as a second language is increasing in the mainstream classrooms of the United States. Therefore, this population demands new educational trends to meet their language needs. According to Villamil (1994), “schools must ensure that they have access to educational programs, and that they acquire high levels of proficiency in English” (p. 261). In order to help students in learning a second language, different methodologies that encourage student participation by giving them comprehensible input must be designed, as well as appropriate instruction for teachers to assist their students in reaching their learning goals.

When learning a new language, students struggle with grammar, listening and reading skills, but most of all, they have difficulties speaking and communicating their ideas in a comprehensible manner. Villamil (1994), proposed storytelling as one of the main strategies to develop speaking and fluency. Telling stories encourages the students to use comprehensible language to learn grammar structures naturally, to express clear and meaningful ideas, and to develop creativity. For acquiring a second language, “this

strategy encourages learner security, thus diminishing the fear of participation” (p.264). Consequently, I proposed the design of a workshop where TPRS method is the instrument through which English instructors can use appropriate strategies for language development to meet the students speaking and vocabulary needs.

Description of Workshop

TPRS is a comprehensible method for gaining fluency created by Professor Blayne Ray in 1987 with the support of Professor of English for Adult Speakers, Contee Seely, who joined their forces to create a comprehensible responsive method for students to gain concepts, grammatical features and fluent expression of ideas easily. And also, the method was designed to help teachers to teach a second language through comprehensible input by using stories that keep the class motivation while developing oral skills. According to Ray & Seely (2017) “the main factor in the development of proficiency is contextualized, repetitive and varied comprehensible input that keep learners’ interest” (p. xxv). That is why the most important goal of the workshop is to describe the strategies and skills that address the features mentioned above.

TPRS is a method relatively new for English teachers, however it has evolved positively through the years as more and more instructors try to look for best methodologies for gaining proficiency and comprehension. TPRS has been successful thanks to the many workshops in the language teaching settings of North America bringing excellent results in second language acquisition and proficiency. The purpose of

this workshop is to give to know how TPRS approach and its skills can offer a different methodology for English language learners teachers to facilitate their students the development of speaking skills.

The TPRS workshop will alternate informative and practice sessions in order to make the workshop dynamic. The first part will explain the objectives of presenting TPRS as an alternative for language comprehension. Then, I will introduce the topic by posing questions for participants to reflect on their pedagogical practice, and they will individually share their responses. After setting the tone, I will begin with why TPRS Storytelling is an effective alternative to learn a new language by showing a You Tube video. After watching the video, the participants will have the opportunity to share in pairs their first impressions of the approach based on a set of questions on a power point slide. A brief explanation of who the founders of TPRS are, the key concepts and how it has evolved through the years will be essential to provide contextualization, to explain the role of language comprehension and low affective filter in English language learners or learners of other languages.

By using Power Point slides also, the second part will describe the main techniques to master the three pillars of TPRS Storytelling: comprehension, repetition and interest. These techniques will address how to keep a class fully comprehensible, how to provide aural repetition and how to keep a class interested. Ray and Seely (2017) stated that these three components are related because “without comprehension there cannot be interest or acquisition. Without enough repetition, acquisition rarely occurs. Without interest, too much repetition brings boredom and distraction” (p. 53). This

information will be categorized on hand-outs showing the outline of that information.

This time, there will be a discussion in groups of five, where each group will choose one technique from each pillar of TPRS that had picked their interest, discuss it and then they will share it with the audience. To summarize this session, the participants will watch a piece of a TPRS Demo named: *Cierra la Puerta*. In this video, a teacher is teaching Spanish to English native speakers by using TPRS techniques. The participants will identify the three pillars of TPRS in the video, and take notes to specify in what part of the video that component was shown.

The final part will explain the steps of a TPRS class: establish meaning, asking a story, and reading through the use of an example that will be put in practice with the participants to show them how “asking a story” works. Afterwards, the participants will prepare a TPRS class based on the previous practice. For this purpose, they will be given different short skeleton stories made up by three statements, so they show the audience how they would develop the circling technique, which is the one that will afford repetition of structures and vocabulary for fully language comprehension.

Chapter 4: The Project

ESL Teacher Workshop

Using Teaching Proficiency through Reading and Storytelling (TPRS) to Develop Speaking Skills in ESL Students in Early Language Production

The implementation of a language comprehensive method like TPRS requires that ESL teachers be instructed on how to incorporate the tools this approach provides for students to develop fluency and speaking skills. For this reason, I have designed three workshops that will give ESL teachers the essential concepts, the insights of the three pillars on which TPRS is founded, and how to ASK A STORY to incorporate it in a TPRS lesson by following a series of steps. All of the theory presented will be supported by power point presentations, handouts, and real practice of the strategies proposed by TPRS. By the end of the workshops, teachers will be able to take the best of this practice and use it for the benefit of their students in pursue of the beginning of their oral development and fluency when they are still in their silent period.

Workshop Number 1

Introduction and Essential Concepts of TPRS

Agenda

Activity	Objective	Time
Part 1: presentation of the objectives of the workshop in general.	<ul style="list-style-type: none"> ▪ To communicate the purpose of the workshop. 	5 minutes
Part 2: Introductory Questions	<ul style="list-style-type: none"> ▪ To tap on the participants background knowledge of the topic. 	15 minutes
Part 3: Reflection	<ul style="list-style-type: none"> ▪ to contextualize the participants and set the tone of the workshop. 	15 minutes
Part 4: Theory and essential concepts of TPRS	<ul style="list-style-type: none"> ▪ To give participants background and key concepts of TPRS. 	15 minutes

Part 1

PRESENTATION OF THE WORKSHOP OBJECTIVES

- The facilitator will make a short introduction on why this workshop was created and will explain the objectives of each one of them. Some Power Point slides will show this information.

Part 2

INTRODUCTORY QUESTIONS

- The participants will see five WH questions on a Power Point Slide. The questions will have them resonate with their experiences as ESL teachers. Then, they will make groups of 5, and each member of the group will pick only one question. In this way, the whole group will discuss all of them, and finally they will volunteer to share their responses.

Part 3

CONTEXTUALIZATION AND REFLECTION

- The attendants will watch a video called TPRS Storytelling- The best Language Learning Method Ever! <https://youtu.be/XpHFNUoDrY8>. Then, they will make groups of two to share the first impressions of TPRS. After that, some questions about the video will be posted on a Power Point Slide to guide their responses. Finally, the presenter will individually ask them what they think about the

approach, what advantages would benefit their students, and how they could implement it in their classrooms.

Part 4

THEORY AND ESSENTIAL CONCEPTS OF TPRS

- The participants will know basic information about TPRS by watching a video <https://youtu.be/jczgImpEvSE> on how TPR Storytelling was created. The video will provide information about the founders of the method, how it became a method for language proficiency, and what are the key concepts TPRS method is based on. Afterwards, every participant will collect any information they learned on a handout called circle map. And finally, volunteers will share one or two facts they learned about the approach TPRS.

Workshop Number 2

The Pillars of TPRS and Essential Techniques for Oral Language Development

Agenda

Activity	Objective	Time
Part 1: The three pillars of TPRS and techniques.	<ul style="list-style-type: none"> ▪ To delve on the most important techniques of TPRS that make up the pillars of the approach 	20 minutes
Part 2: Identification and Analysis of the main techniques of TPRS in a real class.	<ul style="list-style-type: none"> ▪ To identify and analyze the TPRS techniques in a video. 	20 minutes
Part 3: Application of knowledge in a group work	<ul style="list-style-type: none"> ▪ To categorize information about two TPRS techniques: circling and personalized questions. 	15 minutes

Part 1

THE THREE PILLARS OF TPRS AND TECHNIQUES: CIRCLING AND PERSONALIZED QUESTIONS

- The three pillars of TPRS are comprehension, repetition and interest. The teachers will see a power point presentation illustrating the three pillars and the corresponding techniques to keep a class fully comprehensible, to provide aural repetitions and to keep interest high in the classroom. They will also receive a handout containing this information. When this activity finishes, the participants will write on three sticky notes, three different techniques that belong to the three pillars, and they will stick them on a big poster demonstrating they have understood the topic.

Part 2

IDENTIFICATION AND ANALYSIS OF THE THREE PILLARS OF TPRS AND ITS TECHNIQUES: CIRCLING AND PERSONALIZED QUESTIONS

- The teachers will analyze the components of the most important TPRS techniques: CIRCLING AND PERSONALIZED QUESTIONS by watching a power point presentation. Afterwards, they will watch a video called “Cierra la Puerta” https://youtu.be/_Eq1vaaXFLA where a Spanish class is taking place by using the TPRS techniques. The participants will share responses about where in the class they saw the three pillars of TPRS reflected, and will give examples of

circling and personalized questions taken from that class. Finally, they will share their responses.

Part 3

APPLICATION ACTIVITY

- After delving on the three pillars of TPRS and techniques, the participants will make groups of five. They will choose who the teacher and the students will be to role play a sketch demonstrating how to use any of the TPRS techniques: CIRCLING or PERSONALIZED QUESTIONS in a TPRS class. For this activity, the facilitator will give the teacher prompts as a guide to help them to do the sketch. The groups can also use the handout as a guide too. Finally, they will perform in front of the audience.

Workshop Number 3

THE STEPS FOR STORYASKING: HOW TO DEVELOP FLUENCY AND ORAL SKILLS

TPRS classes are based on stories because they are the centerpiece of the approach. The teachers can either create the skeleton of a mini-story or work on a story already made. In this case, I will present and work on how to create the skeleton of a mini-story.

“ASKING A STORY” is an effective way for teachers to create “mini-stories” by repeatedly asking students a lot of questions and help students to develop oral fluency.

Agenda

Activity	Objective	Time
Part 1: process to prepare and create a mini-story	<ul style="list-style-type: none"> to establish the steps and procedures to prepare a mini-story. 	15 minutes
Part 2: Practice preparing a mini-story	<ul style="list-style-type: none"> To acquire basic skills in planning a mini-story. 	15 minutes
Part 3: Practice circling a story and personalized questions	<ul style="list-style-type: none"> To acquire questioning skills provided by circling and personalized questions. 	15 minutes

Part 4: Conclusion	<ul style="list-style-type: none"> ▪ To summarize ways in which TPRS would benefit the students by collecting opinions of the approach. 	10 minutes
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Part 1:

PREPARING AND DEVELOPING A MINI-STORY

- The presenter will show the procedures to prepare and develop a mini-story on a power point presentation. The audience will interact with the power point presentation by giving suggestions on facts to be added to the skeleton of the mini-story.

Part 2:

PRACTICE: PREPARING A MINI-STORY

- The teachers will make groups of five members. Every group will get a set of basic structures and vocabulary they want to work on their stories. The mini-story will be guided by these words. Then, they will write a mini-story using the structures they chose considering the three locations of a mini-story: problem-attempt to solve problem and resolution. They will use a handout to do this activity.

Example:

Vocabulary to use with TPR	Boy, piano, piano art, little, big, happy, home, goes, wants, buy, have, very.
Structures to use TPRS	There is – What – Who – Where
Mini-story	There is a boy named John. He wants to buy a piano. He goes to Piano Art. They have a little piano, but John wants a big piano. He goes to Pianos are Us and they have a big piano. John is very happy. He buys the piano and goes home.

Part 3:**PRACTICE: CIRCLING AND PERSONAL QUESTIONS**

- Having prepared the mini-story. Next step is to underline the facts of the story that are going to be circled. Then, write repetitive questions by following the pattern displayed by the poster on the screen of the circling steps. They will also write personalized questions that might be a mini-situation to talk about involving a student and the words from the story.

Example:

<p>Mini-story</p>	<p>There is a <u>boy</u> named <u>John</u>. He wants to buy a <u>piano</u>. He goes to <u>Piano Art</u>. They have a <u>little</u> piano, but John wants a <u>big</u> piano. He goes to <u>Pianos are Us</u> and they have a big piano. John is very <u>happy</u>. He buys the piano and goes home.</p>
<p>Circling</p>	<p>Basic Pattern to circle statements of a mini-story</p> <ul style="list-style-type: none"> ▪ Question with a yes answer: Does the boy want to have a piano? ▪ Question with an either/or question: Does the boy want to buy a piano or a guitar? ▪ Question with a no answer: Does the boy want to have a guitar? ▪ Restate: No, the boy does not want to have a guitar. The boy wants to have a piano.

	<ul style="list-style-type: none"> ▪ Who-what or where question: Who wants to have a piano? What does John want to have?
Personalized Questions	<p>Use personalized questions to add motivation and keep students interested.</p> <p>Examples: Take a student in the class and make a parallel story.</p> <ul style="list-style-type: none"> ▪ Is there a girl? Who is the girl? ▪ Do you want to have a piano or a guitar? ▪ Where do you want to buy a piano? ▪ Do you want to buy a piano at Target? ▪ Do you like to play piano or guitar?

PART 5:**SUMMARY AND FINAL COMMENTS OF THE APPROACH**

- The participants will receive several sticky notes where they will write with two different colors the advantages and disadvantages of the approach according to what they learned, and also what they would change for students to acquire comprehensible input and oral fluency. The teachers will stick the papers under the corresponding heading on posters on the wall.

Chapter 5: Conclusion

Statistics reviewed in literature show that the number of English Language Learners enrolled in public schools in the United States continues growing. Most of this population brings different linguistic, cultural and academic backgrounds that place them at a disadvantage with native speakers in mainstream classrooms. Challenges such as being new to a school, making friends, learning classroom procedures and developing a second language to communicate their thoughts and cognitive knowledge are only a few of the many adjustments English language learners need to make. Therefore, I believe it is essential that ESL teachers be in constant search of the best methodologies to meet the linguistic needs of students and make them feel comfortable in their new school communities.

One of the main difficulties English Learners encounter within the academic setting is how to start speaking in order to express their wants, needs, ideas or volunteer to participate in oral activities. The lack of vocabulary, grammar structures and oral fluency are basically the reasons why they are immersed in a silent period where they seem to be detached from informal or formal discussions. Speaking a second language is something that takes a lot of time and practice, during this silent period, it is crucial that English Language Learners teachers provide comprehensible and interesting content to help the students to develop their oral skills and fluency. Acquiring the appropriate grammar structures and understanding the lesson content is the core to learning a language and beginning to develop speaking skills.

Due to my concern about how to help ESL students develop their oral skills when they are beginners so that they become participative members of their classrooms, I started thinking about a comprehensive approach that incorporated the elements of contextualization, comprehension and interest that lower not only the affective filter, but also contribute to the development of their oral proficiency skills. At this stage, I researched the use of stories to add that interesting and appealing element through which the approach could give the best results. Consequently, the need for comprehensible input framed in a real context provided by stories, led me to Teaching Proficiency through Reading and Storytelling (TPRS), an approach that might not be well known by ESL teachers, but has been opening new ways for some school communities to help students become proficient in speaking and understanding a second language.

Researching TPRS was not an easy endeavor; there are not enough sources on this topic to review. However, I was able to find a book by the creator of TPRS, to read the teacher's edition of a TPRS book, and exchange emails with a TPRS professor in Canada. All of those sources gave me the foundations for this project.

The goal of using TPR Storytelling in this project is to facilitate basic training for ESL teachers, in order to provide teachers with the ability to give learners contextualized interesting comprehensible input to develop speaking and fluency. Total Physical Response (TPR) is used to make language comprehensible in combination with stories that will foster learners' imagination and build their confidence to speak.

Doing research about second language theories and the methodologies used to acquire a second language, I realized that there is not a perfect approach to teaching and

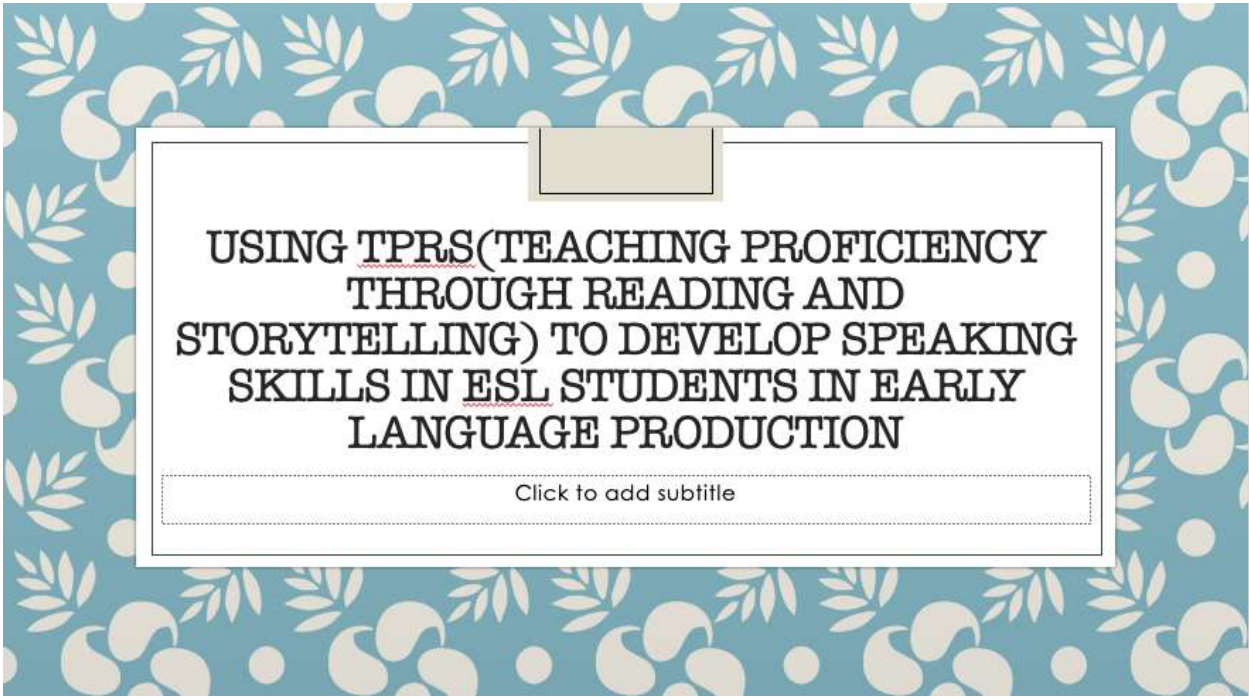
learning a new language because every strategy provides a variety of ways to work on different skills. However, through the pillars of TPRS I hope that ESL teachers concentrate their efforts on finding comprehensible strategies to develop speaking skills in those students whose language production is not at their classroom level. This project also intends to assist ESL teachers in looking at the process of teaching and learning a language through a different lens. This process is about acquiring a language naturally, in context and understandable, and not about the current textbooks, which are full of sequences of grammar structures to be learned in a limited time.

This project also intends to support the development of ESL teachers, providing the basic foundations and practices to take ESL students to their best oral proficiency levels. In order to apply this project, it is required that teachers be open-minded and use the favorable strategies to meet the linguistic needs of their students. The workshops are designed for teachers to learn TPRS in a deductive way, explaining every one of the components from general to specific information through real examples. It is an easy way to get familiar with the approach.

Every year, proponents of the TPRS approach are updating their practices by incorporating new methodologies tried by ESL teachers around the world. Further work on the approach has been done with conferences, students and parents' testimonies and workshops around the country that demonstrate TPRS is all about natural language comprehension. However, I do believe the use of translation into the students' first language for total comprehension is an area of the approach where more work must be done. Through my teaching career, language comprehension has been essential, but also

using the target language as much as we can is also part of the immersion process. I believe further work could be done on how to balance target and first language input in an ESL classroom.

APPENDIX A: SLIDES



**USING TPRS(TEACHING PROFICIENCY
THROUGH READING AND
STORYTELLING) TO DEVELOP SPEAKING
SKILLS IN ESL STUDENTS IN EARLY
LANGUAGE PRODUCTION**

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**WORKSHOP #1:
INTRODUCTION AND
ESSENTIAL CONCEPTS OF TPR
STORYTELLING**

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OBJECTIVES

- 1. To give to know ESL teachers what TPRS and the strategies this method offers to develop fluency and oral speaking skills.
- 2. To analyze the main techniques of TPRS in order to provide comprehensible input to English Language Learners when they are beginning to learn the target language.
- 3. To put into practice the TPRS strategies for fluency and oral development that allow teachers of ELL to apply them in their classrooms.
- 4. To reflect on the way ESL teachers are providing understandable content and interest material to better serve the language needs of these students.
- 5. To train ESL teachers to teach the target language by using or trying a different approach like TPRS and adapting its techniques according to the needs of ELL.

INTRODUCTORY QUESTIONS

◦ THINK THROUGH YOUR EXPERIENCE:

- 1. What are the main language difficulties you find when an English Language Learner comes to your classroom for the first time?
- 2. What methodology do you apply in your classroom to develop fluency and oral skills in your students?
- 3. How do you make language and input comprehensible for those students who are in the silent period?
- 4. What strategies do you create to have students in their silent period begin to speak?
- 5. Why is it important to make language comprehensible ?

TPR STORYTELLING: CONTEXTUALIZATION

- 1. In what way does the main character "Leo" want to speak English?
- 2. Why were the first classes Leo attended boring for him?
- 3. How did a TPR Storytelling class make a difference compared to both approaches mentioned before?
- 4. What are the steps of a TPRS lesson?
- 5. Why is this lesson comprehensible?
- 6. What are the foundations of TPR Storytelling?
- 7. What strategies are used to teach vocabulary in a TPR Storytelling class?
- 8. How does the teacher create the stories?
- 9. What advantages do you see in this approach that would benefit students' oral proficiency?
- 10. In what way any information provided by the video about TPRS resonates with your experience?

WORKSHOP #2: THE PILLARS OF TPRS AND ESSENTIAL TECHNIQUES FOR ORAL LANGUAGE DEVELOPMENT

Click to add text

PILLAR #1: COMPREHENSION

- ☐ Limited input (grammatical features and vocabulary).
- ☐ Immediate clarification of new input.
- ☐ Translation is essential for checking comprehension and when the meaning of structures is not clear.
- ☐ Asking and answering previous content.
- ☐ Using cognates and the first language to explain grammar meaning without using terminology.
- ☐ Speaking at a speed that is comprehensible.
- ☐ Restate structures correctly instead of correcting oral mistakes.

PILLAR #2: AURAL REPETITION

- ☐ "Asking a story": the teacher asks students different types of questions whose answers are incorporated in part of a story already planned.
- ☐ "Circling": asking repetitive questions about a specific phrase or word from the story.
- ☐ "leveled questions" : yes/no, either/or and WH questions
- ☐ "New details addition": add new information to sentences from the story to further more questioning.

PILLAR #3: INTEREST

- ☐ Sticking to TPRS class procedures.
- ☐ Fully participation of students in the creation of stories.
- ☐ Making students be the main characters of the stories.
- ☐ Dramatizing of stories.
- ☐ Involving students in stories by asking them about their lives.
- ☐ Using unexpected content.
- ☐ Caring signs of lack of interest to introduce new details or to change the pace of the activity.

THE MAIN TECHNIQUES OF TPRS FOR COMPREHENSIBLE INPUT: CIRCLING AND PERSONALIZED QUESTIONS

CIRCLING: to ask repetitive questions to make content comprehensible

- PATTERN FOR CIRCLING:
 - A. Question with a YES answer. Repeat correct statement.
 - B. Either/ or question
 - C. Question with a NO answer. Negate incorrect statement and repeat correct statement
 - D. Open-ended questions to which students know the answer.
 - E. Open-ended questions to which students do not know the answer.
- Example: The girl wants to have a lion.
 - A. Does the girl want to have a lion?
 - B. Does the girl want to have a lion or a dog?
 - C. Does the girl want to have a dog?
 - D. Who wants to have a lion? / What does the girl want to have?
 - E. Why does the girl want to have a lion? / What is the girl's name? / Where does the girl want to have the lion?

PERSONALIZED QUESTIONS: the content of the questions is based on students' lives and interests

◦ MAIN PURPOSES:

- ☐ To build successful interactions between teachers and students.
- ☐ To keep students interested in learning a language.

TECHNIQUES TO PERSONALIZE QUESTIONS

- ☐ Use students' names in stories.
- ☐ Use locations and people that are familiar to students.
- ☐ Use names of famous celebrities.
- ☐ Address to important national events or current situation.
- ☐ Add personal information

PERSONALIZED STORY

◦ EXAMPLE:

- A story about Pato Loco plays basketball on the school team.

◦ QUESTIONS:

- Do you like to play sports? Which sports? Who is your favorite basketball player? Would you play basketball with...? Where would you play basketball with...? Who else in this class wants to play with...?



PROMPTS

CIRCLE OR PERSONALIZE THE STATEMENTS

ACTIVITY

- ☐ A cow sees a monkey sleeping in the street.
- ☐ James eats 35 hamburgers in 35 minutes.
- ☐ A baby cuts a banana in pieces.
- ☐ Three elephants taste a bowl of soup.
- ☐ There is a tall and skinny dog in a car.
- ☐ Paco talks to an elephant in the zoo.



WORKSHOP #3: THE STEPS TO ASKING A STORY

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THREE STEPS TO ASKING A STORY

- 1. Establish meaning
- 2. Ask the story
- 3. Reading

1. ESTABLISH MEANING

- ☐ Use of translation.
- ☐ Ask personal questions using the target words.
- ☐ Use TPR gestures and associations.
- ☐ Check for level of comprehension.

2. STORYASKING: Steps to create the skeleton of a mini-story

- 1. Think about a story with the following pattern:
 - ☐ Problem
 - ☐ Attempt to solve a problem
 - ☐ Solution for that problem
- 2. Write down between three and five phrases from that story that you want to practice.
- 3. Translate the structures in students' first language.
- 4. Find the variables in the sentences that can change and write different alternative facts you want to work.
- 5. Add additional variables or add a parallel character that will be part of another story.
- 6. Choose student actor for the story.

EXAMPLE OF A SKELETON MINI-STORY

MINI-STORY

There was a girl. She wants to have two blue pigs. She went to Pet Smart. They have pink pigs but the girl wants blue pigs. She goes to Walmart and they have blue pigs. She is happy. She buys the two blue pigs and goes home.

PHRASES

- There was a girl
- She wanted to have two blue pigs.
- She went
- They have
- She buys

EXAMPLE OF A SKELETON MINI-STORY

- TRANSLATION INTO STUDENTS' FIRST LANGUAGE.
- FINDING THE VARIABLES AND WRITING ALTERNATIVE FACTS:
- There was a girl. (boy)
- She wanted to have two blue pigs. (five red cats)
- She went to Pet Smart (Target)
- They have pink pigs. (yellow pigs)
- What is the girl's name?
- Did she have pigs?
- How many pigs did she have?
- What color were her pigs?

ASK A STORY

❑ Creation of mini-stories in collaboration with the students by using the following techniques:

1. Circling every part of the sentences
2. Statement expansion
3. Ask questions using the target words
4. Use different level of questions: yes/no – either/or questions – Wh questions

3. READING

◦ Mini-stories have extended readings or longer stories with more details.

◦ HOW TO DEVELOP THE EXTENDED READING

- ❑ Translation of part of the story.
- ❑ Choose a student to perform the main character of the story
- ❑ Asking the facts of the story by using the words or structures.
- ❑ Adding details about the main character.
- ❑ Adding a parallel character
- ❑ Discussion of the whole story as long as possible.



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